

2022 Annual Report to the School Community

School Name: Chiltern Primary School (0327)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2023 at 01:14 PM by Louie Tempany (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 16 March 2023 at 06:32 PM by Scott Cunningham (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Chiltern Primary School is a small, rural school, situated in a historic North East Victorian town. In 2022 we had an enrolment of 49 students, 21 female and 28 male which equates to 43% female and 57% male students. Our student cohort consisted of 0% from non-English speaking backgrounds, with 1 student with a disability, such as: hearing (1), vision (3), speech (4) and physical (1).

This school's socio-economic band value is: Medium.

The staff of Chiltern Primary School take great pride in providing a safe and supportive environment with a strong emphasis on student learning, support & increase student engagement, all the while promoting our core values; Respect, Responsibility, Care & Compassion, Honesty & Fairness, both academically & socially.

As a school, our aim is to foster independent & empowered learners who have a strong sense of self-belief and self-worth. We encourage our students the development of the individual, academically, socially and emotionally. We are an inclusive school with a strong moral purpose, where staff know & ensure each child is engaged in meaningful learning experiences.

Staffing in 2022 consisted of one full time Principal, 3 Classroom Teachers, 4 Specialist Teachers (0.1 Music, 0.1 MACC – Art and 0.1 MARC - Science), 2 Support Staff which includes Student Support, Student Well Being Officer and a Business Manager. We continue to deliver an extensive range of programs including Science, Chinese/Mandarin, Visual Arts, Physical Education, Library & our STEM program. Our Community Connection Program had intended to engage local Indigenous Elder Uncle Dozer.

The teaching & learning areas are bright and well-kept with access to a number of multi-purpose areas. There is an emphasis on varied and differentiated quality instructional practice & inquiry based learning through real-life experiences.

We are highly committed to student attendance as we want our students to have every opportunity to access learning. We are extremely proud of our staff and our school motto of, 'School, Family and Community Achieving Together' highlights our commitment to the students and the Chiltern community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Framework for Improving Student Outcomes (FISO 2.0) provides a common language among teaching at every school and is essential for the achievement of whole school improvement.

Within our 2022 Annual Implementation Plan we identified the need to improve student outcomes in English - Writing and Numeracy.

To increase the overall percentage of students at or above the expected level in Literacy and Numeracy.

By 2022: Increase the percentage of students assessed against the Victorian Curriculum in English in:

- Reading and Viewing from 43% above level to 53% above level
- In Speaking and Listening from 15% above level to 25% above level
- In Writing from 30% above level to 35% above level

Goal #2: *Improve student learning in Literacy and Numeracy*

2022– 12-month targets not met in Reading, L & S and Writing

Reading and Viewing – target 53% above = 2022 data = 17 children

Listening and Speaking – target 25% above = 2022 data = 8 children

Writing – target 35% above = 2022 data = 7 children

Number & Algebra – target 30% above = 2022 data = 14 children

Measurement & Geo – target 35% above = 2022 data = 11 children

Statistics & Prob – target 25% above = 2022 data = 13 children

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Wellbeing

Our 2022 AIP Wellbeing Goals were:

- Maintain the School Wide positive endorsement of the Attitudes to School
- Increase the positive endorsement of the Parent Opinion Survey:
 - Motivation and Support from 77% positive response 85%

- Student Voice and Agency from 73% positive response to 85%
- Managing Bullying from 73% positive response to 85%
- Non-experience of Bullying from 53% positive response to 65%

Goal #1: Wellbeing Goal

We have surpassed all projected targets in our AIP in regard to well being

- Attitudes to School Data

2022 data:

Motivation & Support target 85 % - 2022 = 98%

Student Voice & Agency target 85% - 2022 = 100%

Managing Bullying target 85% - 2022 = 100%

Non-experience Bullying target 65% - 2022 = 100%

School Motivation & Interest target 90% 2022 = 98%

Attitude to Attendance target 90% - 2022 = 100%

Effort target 90% - 2022 = 98%

To support student wellbeing and engagement, Chiltern Primary School provides a challenging, balanced and comprehensive curriculum with the students are able to participate in an environment which values and respects their achievements. Our School Values of: Care and Compassion provide our whole school expectation in maintaining a positive learning environment. Our school has an open door policy to families, where we encourage them to attend whole school assemblies, parent information sessions and social school community events such as the start of year. Throughout the year we are committed to engaging with families through a variety of initiatives such as Parent/Student/Teacher Discussions, W annual Mini Easter Fete. The school boasts a qualified, dedicated teaching staff committed to securing the best possible learning outcomes for opportunity to broaden students' experiences by providing a wide range of extra-curricular and enrichment programs including; camps, excursions Men's Shed program and lunchtime activities such as: our POD Play program and Chess Club. These activities foster the qualities of; leadership, esteem, problem solving, decision-making, resilience, teamwork and social skills. Classroom engagement is ensured by providing learning tasks and reciprocal feedback between teachers and students is embedded in daily practice.

An extensive array of enrichment and co curricula programs ensured all students were exposed to (where possible) a range of learning activities higher levels of engagement and wellbeing.

These successful programs included:

- Student Leaders Program (House Captains and Vice Captains and Junior School Council)
- Strong home/school partnership
- Junior School Council Meetings
- Variety of Specialist Programs (LOTE, Science, Performing Arts, Visual Arts and Library)
- Literacy and Numeracy Support
- Buddies Program
- Effective Sport Program
- Camps for Years 3-6
- Year 2 Activity Night and Sleep Over
- Music/Choir Program
- Parent/Student/Teacher Discussions
- Mother's/Father's Day Stall
- Men's Shed Program
- Play is the Way
- Morning Fitness
- School Wide Positive Behaviour Support

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Engagement

Chiltern Primary School students are engaged and connected to their school and we are proud of the programs which support engagement, and social capacity.

Our Foundation Transition program continued to be successful for our students and was positively received by parents. Our program, in the second last week of Term 4, links all students with the following year's classmates and teachers. This program prepares students for the next level. In December, time is allocated for a comprehensive transitional handover between staff for every student within the school. Programs highlighting leadership, personal responsibility and student voice/agency/choice led to students becoming confident in facing challenges. Events such as Year 6 Graduation and Celebration Day, focus a positive light on the end of year celebrations which

Our focus continued to be to maintain and strengthen student connectedness, and to further develop opportunities to promote learning, curriculum delivery, leadership, extra curricula activities and school improvement.

In order to provide greater opportunities for students and families to engage in our school community and provide important communication methods: school website, weekly newsletters, parent/student/teacher meetings, reports to parents, community UeducateUs.

Individual Education Plans and Student Support Group meetings (SSG's) were implemented throughout the year which provided emotional support to improve overall wellbeing. These Individual Education Plans were also developed for individuals who were identified where their learning needs were met. The continued employment of a Classroom Assistant provided additional classroom support.

SOCIAL ENGAGEMENT

Framework factor	Chiltern Primary School Results							
	Overall 2022 % Positive (n=21)	Total (n=6)	Year 4 –% Positive		Year 5 –% Positive			Total (n=10)
			Female (n=4)	Male (n=2)	Total (n=5)	Female (n=2)	Male (n=3)	
School connectedness (Sense of connectedness)	99%	100%	*	*	*	*	*	98%
I feel proud about being a student at this school	100%	100%	*	*	*	*	*	100%
I like this school*	100%	100%	*	*	*	*	*	100%
I am happy to be at this school*	100%	100%	*	*	*	*	*	100%
I feel like I belong at this school*	100%	100%	*	*	*	*	*	100%
I look forward to going to school	95%	100%	*	*	*	*	*	90%
Student voice and agency	100%	100%	*	*	*	*	*	100%
At this school, I help decide things like class activities or rules	100%	100%	*	*	*	*	*	100%
I have a say in the things I learn	100%	100%	*	*	*	*	*	100%
My teacher likes my ideas	100%	100%	*	*	*	*	*	100%
I am encouraged to share my ideas / My teacher thinks my ideas are good*	100%	100%	*	*	*	*	*	100%
Sense of inclusion	100%	100%	*	*	*	*	*	100%
I have lots of chances to be part of class activities	100%	100%	*	*	*	*	*	100%
I have friends at this school*	100%	100%	*	*	*	*	*	100%
My teacher makes me feel like I matter	100%	100%	*	*	*	*	*	100%
My teacher makes sure all students feel included	100%	100%	*	*	*	*	*	100%

Other highlights from the school year

In 2022 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy and Wellbeing for all. Chiltern Primary continued to ensure that all students, regardless of their ability or style of learning, had the opportunity to reach their full potential. Students in Foundation through to Year 6 continue to improve in both literacy and numeracy with a continuing focus on student wellbeing and mental health. In 2022 staff continued to focus on implementing school wide practices that provided teaching and learning strategies to be differentiated to each student and 'Sound Waves' were further embedded and our school continued building on the 'Big Write' program in 2022 to ensure our whole school program. Staff undertook extensive professional development by completing the 6+1 Writing Traits Masters Course. This program enabled teachers to further develop a differentiated learning program to improve student writing outcomes. In 2023, the 6+1 Writing Traits will replace our previous Big Write program. A Scope and Sequence in Numeracy has improved curriculum knowledge for teachers and a consistent instructional model has been created and embedded. Number Fluency as part of our daily Numeracy lessons, which increased student engagement and achievement. Teachers continued to meet regularly to analyse data, plan and review teaching practices.

Financial performance

At the end of 2022, Chiltern PS had a surplus of \$12,943.33.

This was due to less expenditure than predicted in a variety of sub-programs in 2022.

School Funds have been allocated to upgrading ICT: iPads and Laptops in 2023.

This money will roll-over into 2023 and be allocated across the 2023 budget as per the School Council approved draft

The substantial equity funds provide additional programs and teachers to support student learning, in the areas of Literacy

Wellbeing. Equity Funding will be used to ensure the continued employment of our Classroom Assistant and external

program. Equity Funding will be used towards our STEAM Program - Science, Technology, Engineering, Arts and Music

also be used to provide a new spelling program 'Sound Waves.'

The surplus will be used to support the provision of programs targeting the individual needs of the students at this school

access to necessary resources.

Our extraordinary revenue in the areas of Fundraising and Major Works, have been allocated to much need renovation

For more detailed information regarding our school please visit our website at <https://www>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 48 students were enrolled at this school in 2022, 20 female and 28 male.

0 percent of students had English as an additional language and 8 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

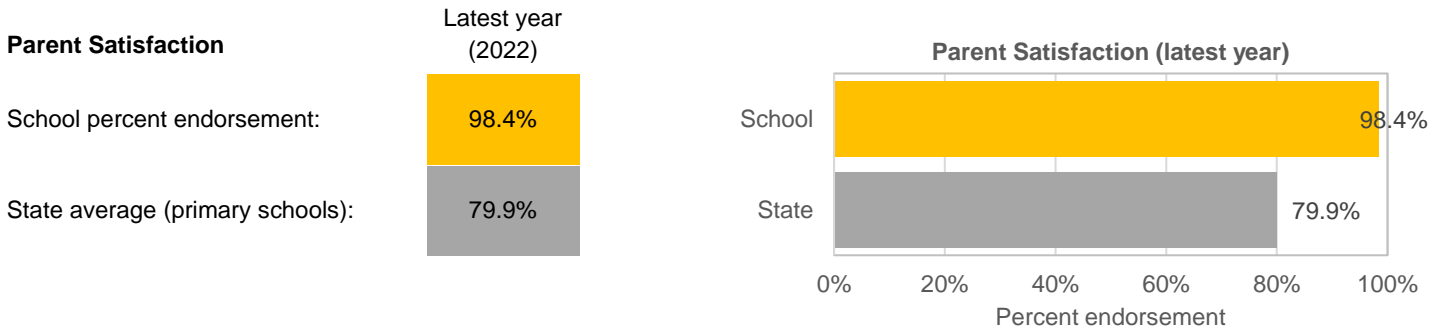
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

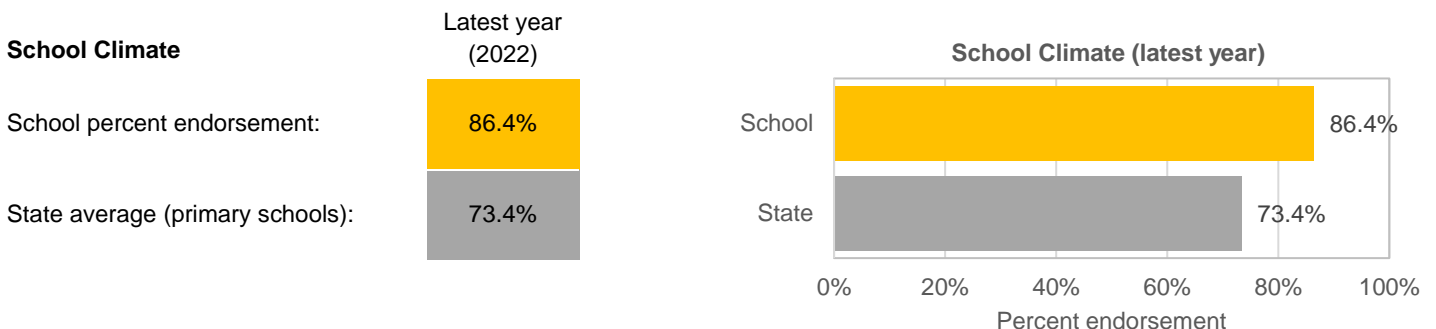


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

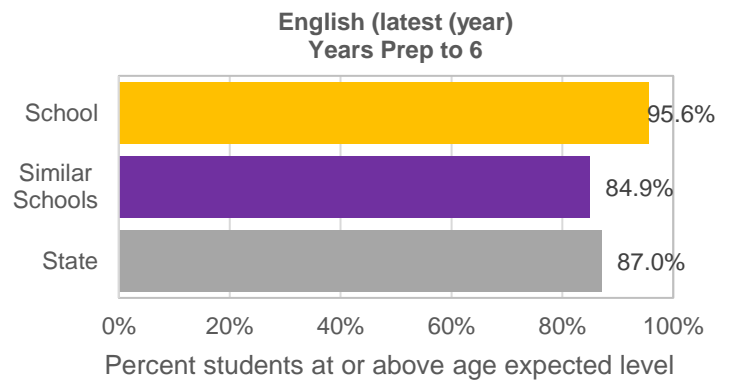
95.6%

Similar Schools average:

84.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

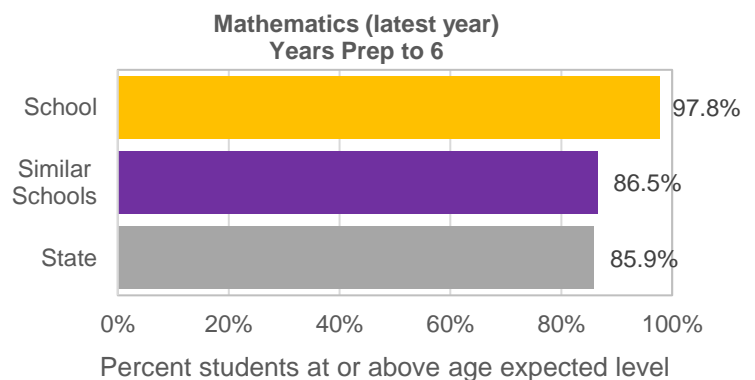
97.8%

Similar Schools average:

86.5%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

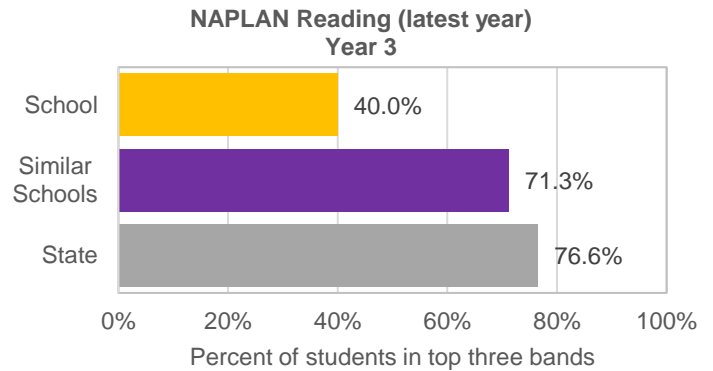
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

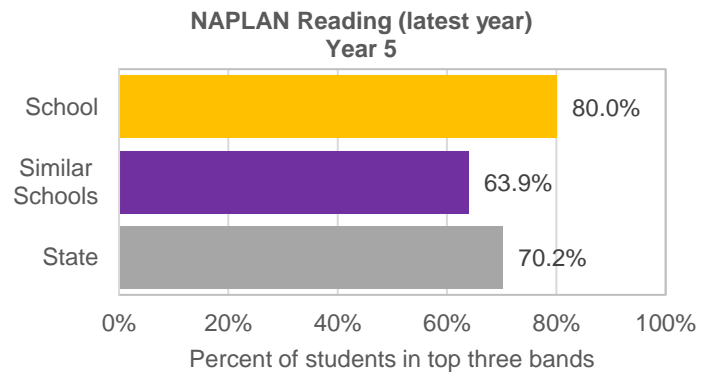
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	47.6%
Similar Schools average:	71.3%	73.4%
State average:	76.6%	76.6%



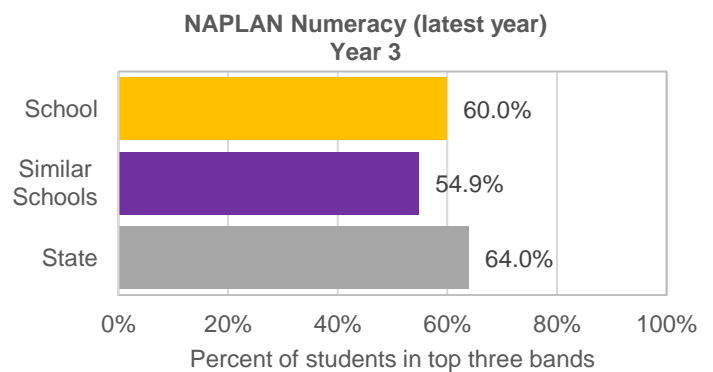
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	75.0%
Similar Schools average:	63.9%	62.9%
State average:	70.2%	69.5%



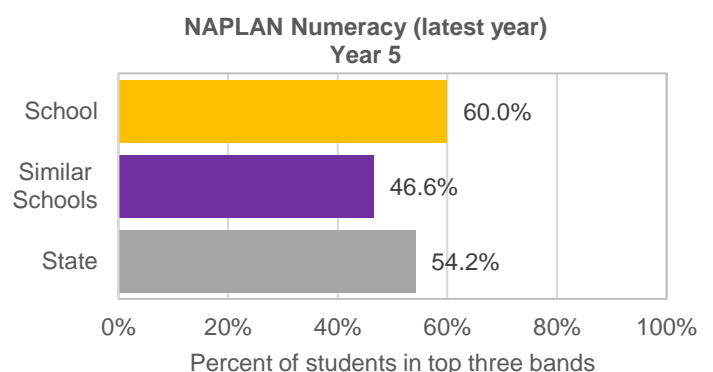
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	70.0%
Similar Schools average:	54.9%	62.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	65.0%
Similar Schools average:	46.6%	50.9%
State average:	54.2%	58.8%



WELLBEING

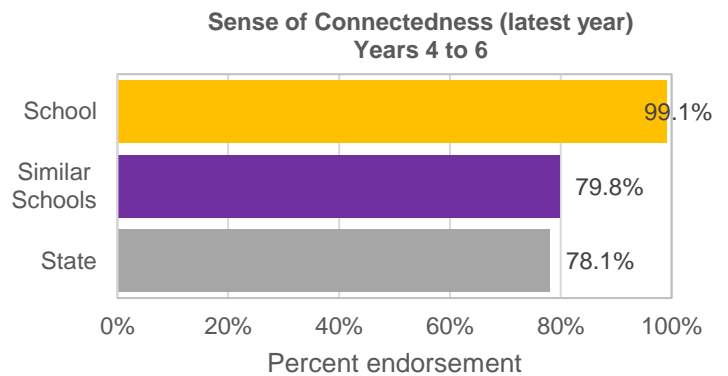
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	99.1%	98.9%
Similar Schools average:	79.8%	81.3%
State average:	78.1%	79.5%

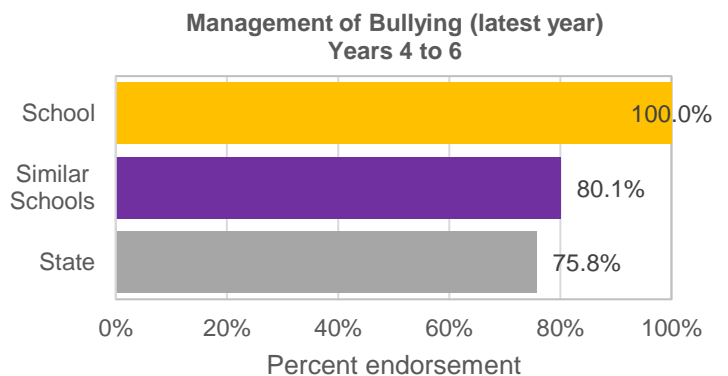


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	100.0%	100.0%
Similar Schools average:	80.1%	82.7%
State average:	75.8%	78.3%



ENGAGEMENT

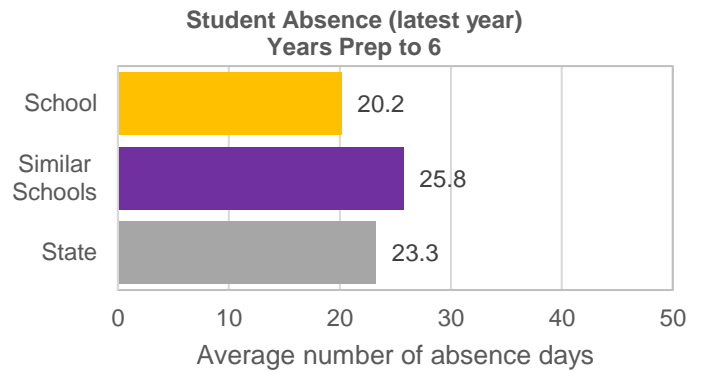
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.2	13.8
Similar Schools average:	25.8	18.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	87%	88%	91%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$572,808
Government Provided DET Grants	\$352,814
Government Grants Commonwealth	\$5,400
Government Grants State	\$0
Revenue Other	\$16,540
Locally Raised Funds	\$22,494
Capital Grants	\$0
Total Operating Revenue	\$970,057

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,907
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,907

Expenditure	Actual
Student Resource Package ²	\$581,927
Adjustments	\$0
Books & Publications	\$408
Camps/Excursions/Activities	\$4,601
Communication Costs	\$375
Consumables	\$7,722
Miscellaneous Expense ³	\$6,584
Professional Development	\$535
Equipment/Maintenance/Hire	\$12,202
Property Services	\$44,407
Salaries & Allowances ⁴	\$33,600
Support Services	\$27,265
Trading & Fundraising	\$83,768
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,236
Total Operating Expenditure	\$813,631
Net Operating Surplus/-Deficit	\$156,426
Asset Acquisitions	\$20,000

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$552,861
Official Account	\$7,086
Other Accounts	\$0
Total Funds Available	\$559,947

Financial Commitments	Actual
Operating Reserve	\$36,211
Other Recurrent Expenditure	\$1,697
Provision Accounts	\$0
Funds Received in Advance	\$279,325
School Based Programs	\$121,017
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,801
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$105,954
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$547,004

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.